**Year 2 Non-fiction - Unit 4 - Suggested teaching approaches**

**Context: Prior learning**

Display a variety of non-chronological ICT-based and paper resources for children to access during independent reading sessions. Familiarise children with the text-type and common language features, building on unit 3 on information texts: the use of contents pages, scanning texts for information and speculation about the usefulness of texts for research.

Note: Children working significantly above or below age-related expectations will need differentiated support, which may include tracking forward or back in terms of learning objectives. EAL learners should be expected to work within the overall expectations for their year group. For further advice see the progression strands and hyperlinks to useful sources of practical support.

**Phase 1: Reading; discussion, analysis (5 days)**

**Teaching content:**

* Compare a range of non-chronological texts on a particular theme, for example different habitats or comparisons of houses now and in the past (paper or ICT-based).
* Identify the main text features of a non-chronological report, including grammatical features and key vocabulary. During shared reading, demonstrate how to locate specific information using the contents and index sections (or search engines if using an ICT text).
* Demonstrate how to answer specific questions using the text. Use the non-chronological report comparison grid to evaluate the effectiveness of the textual layout in supporting readers to retrieve information.
* Children identify pages of interest containing information that captures their imagination using sticky notes in the texts as placeholders for future use.
* Gather a list of successful elements in the non-chronological texts that enabled children to follow easy reading pathways to retrieve information. Refer back to the grid to quote evidence to support opinions.
* Using an interactive whiteboard (IWB), collaboratively refine this list to collate a set of class success criteria for effective non-chronological reports.
* Provide a range of ICT-based and paper non-chronological reports for children to read in pairs. Ask children to generate a question based on the text for their partner to answer. Complete the evaluation grid modelled in the shared session to record the effectiveness of the texts for information retrieval.
* During guided reading, create text maps of double page spreads in non-chronological reports. Demonstrate where different elements of the text (pictures, diagrams, captions, headings and written text) appear by tracing over the layout of the pages on acetate or tracing paper.
* Compare and contrast to find effective layouts and text organisation. Sort texts into more and less effective non-chronological reports using class success criteria.
* Identify the main findings of independent reading investigations and annotate the class success criteria.
* Discuss how the reading tasks will support writing a non-chronological report, for example ask: What have we learned to help us write?

**Learning outcomes:**

* Children can identify the main features of a non-chronological report, including grammatical features and key vocabulary.
* Children can evaluate non-chronological reports, expressing their views clearly and using evidence from the text.

**Phase 2: Planning, review (4-5 days)**

**Teaching content:**

* Model the use of an ICT-based mind mapping tool to record key areas of interest on a chosen theme, for example habitats, houses. Refer to the sections of text identified in phase 1 by children using sticky notes.
* Use the mind mapping tool to plan reading or writing pathways through a non-chronological report. Make explicit how a writer decides on a general categorisation or definition, identifies subheadings that provide more information and finally identifies key details and information about specific aspects of the subject.
* Divide children into groups, each with an identified theme linked to another area of the curriculum, for example types of houses, building materials, rooms and their uses, furnishings. Children create their own text plan showing pathways for the reader from the general theme to the specific detail. Children should refer to the whole-class success criteria or effective models during the planning process.
* During guided writing, children review and evaluate draft text plans of another group, sharing and challenging pathways and providing feedback on text organisation using the language of the success criteria.
* Independently, children read feedback comments and edit their text appropriately.

**Learning outcome:**

* Children can organise their ideas into general themes, subheadings, key details and information.

**Phase 3: Collaborative and independent writing (8-9 days)**

**Teaching content:**

* Using the plans from the previous sessions, model taking a subheading and creating topic paragraphs.
* Refer back to the whole-class success criteria to support development of grammatical and language features during shared and supported writing.
* Explore the interactive non-chronological report ICT template as part of shared writing; add to the template by writing directly on screen.
* Working in their previous groups, children write their own section of a non-chronological report directly onto the ICT template using laptops or a computer suite.
* During shared writing, use an IWB to model revising and re-drafting the text, applying the success criteria. Employ the highlight and delete tools to edit the text electronically.
* Children work with a response partner discussing feedback and improvement points during guided writing and begin to edit their own work on screen.
* Children independently edit their texts, addressing the feedback points.

**Learning outcome:**

* Children can write a paragraph on a theme, using subheadings, key details and information to structure the text.

**Year 2 Non-fiction - Unit 4 - Key aspects of learning**

For further information, see the booklet Progression in key aspects of learning (Ref: 0524-2004) from Learning and teaching in the primary years [http://www.standards.dfes.gov.uk/primary/publications  
/learning\_and\_teaching/1041163/](http://www.standards.dfes.gov.uk/primary/publications/learning_and_teaching/1041163/).

**Enquiry**

Children will ask questions arising from work in another area of the curriculum, for example on teeth and eating, research and then plan how to present the information effectively.

**Information processing**

Children will identify relevant information from a range of sources on paper and on screen and use this to write their own non-chronological reports.

**Evaluation**

Children will present information orally and in writing. They will discuss success criteria, give feedback to others and judge the effectiveness of their own work.

**Communication**

Children will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. They will develop their ability to listen critically to broadcast information and to make an oral presentation. They will also communicate outcomes in writing.